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STRENGTHENING INCLUSIVE TEACHING PRACTICES TO SUPPORT DIVERSE LEARNERS IN MABUHAY DISTRICT: ITS CONTRIBUTION TO IMPROVED ACADEMIC PERFORMANCE

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ABSTRACT

Inclusive education requires responsive instructional strategies that address the diverse academic, social, and developmental needs of learners. Despite ongoing educational reforms and interventions, persistent low Mean Percentage Scores (MPS) in the National Achievement Test (NAT) across Mabuhay District highlight the need to evaluate how inclusive teaching practices are implemented in local elementary classrooms. This study investigated the extent of inclusive teaching practices among public elementary school teachers in Mabuhay District, Zamboanga Sibugay, during the second semester of School Year 2025–2026, and examined the comparability and differences between the perceptions of school administrators and teachers. Using a descriptive survey research design, data were gathered via a validated 25-item four-point Likert-scale questionnaire administered through purposive sampling to 19 school administrators and 162 teachers with at least three years of teaching experience across 19 elementary schools. Weighted mean, ranking, and an independent samples t-test at the 0.05 level of significance were employed for data analysis. Findings revealed that all five dimensions of inclusive teaching were "Always Practiced" (grand mean

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$= 3.59$), ranked from highest to lowest as follows: proactively designing with Universal Design for Learning ($M = 3.61$), diversifying learning materials ($M = 3.60$), using technology to facilitate participation ($M = 3.59$), creating a psychologically safe environment ($M = 3.57$), and developing rapport with every student ($M = 3.56$). However, a statistically significant difference was found between the perceptions of school administrators and teachers ($t = 3.846 > 2.306$, $df = 8$, $p < 0.05$), with administrators rating the extent of practice higher (mean difference $= 0.10$). The study concludes that while inclusive teaching practices are consistently applied to support learner engagement and academic performance, perceptual gaps between school leaders and classroom teachers warrant targeted instructional supervision, sustained professional development, and resource allocation to bridge classroom implementation and student achievement.

Keywords: *Inclusive teaching practices, Universal Design for Learning, diverse learners, academic performance, psychological safety, instructional technology, teacher-student rapport*

INTRODUCTION

Inclusive education is a foundational goal of contemporary educational systems, ensuring that every learner—regardless of ability, socio-economic status, culture, language, or learning profile—receives equitable access to quality instruction (UNESCO, 2020). In the Philippine educational context, learner-centered reforms under the Department of Education

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(DepEd) emphasize differentiated instruction, inclusive assessment, and responsive classroom management to address learner diversity. Differentiated instruction adjusts teaching according to learners' readiness levels, interests, and learning profiles, significantly improving student engagement and academic achievement (Tomlinson, 2017). Furthermore, inclusive pedagogy enables teachers to respond to individual differences without marginalizing learners, fostering classroom climates built on respect, empathy, and high expectations (Florian & Black-Hawkins, 2019; Hattie, 2023; OECD, 2023).

The successful execution of inclusive education relies heavily on teacher competence and sustained professional development (Darling-Hammond et al., 2020). In Mabuhay District, a fourth-class island municipality in Zamboanga Sibugay, Philippines, public elementary schools serve learners from varied socio-economic and cultural backgrounds amid resource constraints. While DepEd targets a mastery level of at least 75% in the National Achievement Test (NAT), historical district performance has fallen substantially below this benchmark, recording overall Mean Percentage Scores (MPS) of 36.75% in SY 2016–2017 and 35.46% in SY 2017–2018, with recent school reports indicating continued academic challenges. These persistent learning gaps suggest that traditional, one-size-fits-all instructional methods insufficiently address the needs of diverse learners.

Drawing on evidence-based inclusive teaching frameworks, this study examines five core dimensions of inclusive classroom practice: (1) proactively designing with Universal Design for Learning (UDL), (2) diversifying learning materials, (3) creating a psychologically safe environment, (4) using technology to make participation easy for everyone, and (5)

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developing a rapport with every student. Specifically, this research sought to determine the extent to which teachers in Mabuhay District practice these five strategies, compare the ratings of school administrators and teachers, and test whether a statistically significant difference exists between the two groups' perceptions in relation to supporting diverse learners and improving academic performance.

MATERIALS AND METHODS

Research Design and Locale

This study utilized a descriptive survey research design to systematically examine and compare existing inclusive teaching practices across public elementary schools in Mabuhay District, Schools Division of Zamboanga Sibugay, during the second semester of School Year 2025–2026. The research covered 19 public elementary schools: Mabuhay Central, Malinao, Ligaya, Catipan, Barlac, San Roque, Sawa, Hula-Hula, Sto. Niño, Bangkaw-Bangkaw, Kauswagan, Caliran, Punawan, Taguisian, Sioton, Tandu-Comot, Pamansaan, Tumalog, and Abunda Elementary Schools.

Participants and Sampling

Purposive sampling was employed to select respondents directly involved in instructional delivery and supervision. The sample comprised 19 school administrators (principals, head teachers, and teachers-in-charge) and 162 public elementary classroom teachers (out of 180) who had rendered at least three years of teaching service.

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Instrument and Validation

Data were collected using a researcher-made, self-reporting 25-item questionnaire-checklist structured into five subscales corresponding to the study's five inclusive teaching variables, with five predetermined indicators per variable. Responses were measured on a four-point Likert continuum: 4 ($3.26\text{–}4.00$) = *Always Practiced (AP)*, 3 ($2.51\text{–}3.25$) = *Often Practiced (OP)*, 2 ($1.76\text{–}2.50$) = *Sometimes Practiced (SP)*, and 1 ($1.00\text{–}1.75$) = *Never Practiced (NP)*. Content validity and item suitability were established through expert review and a pilot dry run conducted among school administrators and teachers in the neighboring Talusan District, followed by revisions approved by the Graduate School Dean of Southern Mindanao Colleges.

Data Collection and Statistical Analysis

Following formal approval from the Schools Division Superintendent of Zamboanga Sibugay and the District Supervisor, the researcher personally administered the questionnaire to school principals and distributed it to teachers following their School Learning Action Cell (SLAC) sessions, ensuring respondent confidentiality. Data were analyzed using weighted means to determine the extent of practice, ranking to establish the relative prevalence of indicators and variables, and an independent samples t-test at the $\alpha = 0.05$ level of significance ($df = 8$, critical $t = 2.306$) to evaluate significant differences between administrator and teacher responses.

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RESULTS AND DISCUSSIONS

Extent of Inclusive Teaching Practices

Across all five variables, both school administrators and teachers rated the implementation of inclusive teaching practices as "Always Practiced," yielding an overall grand mean of 3.59 (Table 1).

Inclusive Teaching Practice Variable	School Administrators (M)	Teachers (M)	Average Weighted Mean	Verbal Equivalent	Rank
1. Proactively Design with UDL	3.65	3.57	**3.61**	Always Practiced	1
2. Diversify Your Learning Materials	3.65	3.54	**3.60**	Always Practiced	2
3. Use Technology to Make Participation Easy	3.66	3.51	**3.59**	Always Practiced	3
4. Create a Psychologically Safe Environment	3.61	3.52	**3.57**	Always Practiced	4
5. Develop a Rapport with Every Student	3.61	3.51	**3.56**	Always Practiced	5
Overall Grand Mean	**3.64**	**3.53**	**3.59**	**Always Practiced**	—

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1. **Proactively Design with UDL ($M = 3.61$, Rank 1):** Designing learning activities that allow all learners to participate meaningfully obtained the highest indicator mean ($M = 3.71$; administrators $= 3.84$, teachers $= 3.58$), followed by planning lessons that consider diverse abilities, interests, and needs ($M = 3.62$) and creating varied opportunities to demonstrate understanding ($M = 3.60$). Considering accessibility ($M = 3.56$) and adjusting instructional strategies based on learner readiness ($M = 3.56$) ranked lowest within this dimension, indicating room for stronger real-time instructional adaptation.

2. **Diversify Your Learning Materials ($M = 3.60$, Rank 2):** Providing varied instructional materials to accommodate diverse learning needs ranked highest ($M = 3.78$; administrators $= 3.84$, teachers $= 3.72$), followed by selecting materials reflecting learner interests ($M = 3.64$) and preparing supplementary materials for learners needing extra support ($M = 3.55$). Utilizing visual, auditory, and interactive resources ($M = 3.52$) and integrating localized, real-life examples ($M = 3.51$) scored slightly lower, reflecting resource constraints common in rural island schools.

3. **Use Technology to Make Participation Easy for Everyone ($M = 3.59$, Rank 3):** Encouraging learners to use technology for collaboration and communication led this category ($M = 3.65$), followed by providing alternative digital learning options ($M = 3.63$) and utilizing technology-based tools for diverse needs ($M = 3.57$). Using digital platforms for additional support ($M = 3.56$) and providing digital opportunities for active participation ($M = 3.52$) had lower teacher ratings (3.49

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and 3.40, respectively), highlighting infrastructural and connectivity limitations in classroom integration.

4. **Create a Psychologically Safe Environment ($M = 3.57$, Rank 4):** Encouraging learners to express ideas without fear of judgment ($M = 3.68$) and promoting peer respect and kindness ($M = 3.61$) were the top indicators, while maintaining a discrimination-free classroom ($M = 3.56$), addressing concerns fairly ($M = 3.56$), and establishing an accepting atmosphere ($M = 3.41$) were consistently practiced.

5. **Develop a Rapport with Every Student ($M = 3.56$, Rank 5):** Demonstrating genuine concern for learners' academic and personal development ($M = 3.64$) and recognizing individual strengths and experiences ($M = 3.60$) ranked highest, whereas listening attentively ($M = 3.54$), establishing respectful relationships ($M = 3.53$), and building meaningful connections to boost engagement ($M = 3.49$) ranked lower.

Comparability and Significant Difference Between Administrators and Teachers

While both respondent groups categorized all five variables within the "Always Practiced" continuum, school administrators consistently rated every dimension higher ($M = 3.61\text{–}3.66$, $SD = 0.024$) than classroom teachers ($M = 3.51\text{–}3.57$, $SD = 0.028$), resulting in an overall mean difference of 0.10. The independent samples t-test yielded a computed t-value of 3.846, exceeding the critical t-value of 2.306 at

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$\alpha = 0.05$ ($df = 8$). Consequently, the null hypothesis was rejected. This statistically significant divergence indicates that school administrators perceive inclusive practices as being implemented more extensively than teachers experience in daily classroom execution—a pattern consistent with local educational studies (Abas, 2018; Humpa, 2007). Furthermore, the discrepancy between high self-reported inclusive practices and historically low district NAT MPS underscores the necessity of translating inclusive pedagogical intentions into measurable academic mastery.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Public elementary school teachers in Mabuhay District consistently practice inclusive teaching strategies across all five dimensions—proactively designing with UDL, diversifying learning materials, leveraging technology for participation, fostering psychologically safe classrooms, and building student rapport—to support learner engagement and academic performance.

2. Among the five inclusive teaching practices, proactive lesson design using Universal Design for Learning is the most prevalent strategy, whereas developing individualized student rapport and fostering psychological safety are relatively less emphasized in daily practice.

3. Despite sharing the same qualitative rating ("Always Practiced"), school administrators and teachers differ significantly in their quantitative assessments of inclusive teaching

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implementation ($t = 3.846$, $p < 0.05$), indicating a perceptual gap between supervisory observation and classroom-level execution.

Recommendations

1. **For School Administrators:** Conduct regular, collaborative classroom observations and post-observation coaching during School Learning Action Cell (SLAC) sessions to reconcile supervisory perceptions with actual classroom challenges and align inclusive practices with NAT mastery competencies.
2. **For Teachers:** Strengthen lower-ranking indicators by integrating localized, culturally relevant learning materials, expanding low-stakes interactive technologies, and intentionally cultivating one-on-one rapport with struggling learners.
3. **For Curriculum Planners and Stakeholders:** Allocate targeted funding for assistive and digital instructional resources in geographically isolated island schools and establish school-community partnerships to sustain inclusive learning environments.
4. **For Future Researchers:** Conduct correlational or quasi-experimental studies directly linking specific inclusive teaching practices to longitudinal student achievement scores (such as quarterly grades and NAT MPS) to empirically validate their direct impact on academic performance.

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